

Ohio's Academic Content Standards - Extended English Language Arts

25 South Front Street
Columbus, Ohio 43215-4183
(877) 644-6338 (Toll-Free)
(888) 886-0181 (TTY)
education.ohio.gov

Published 4/2012

Introduction

In June 2010, the state of Ohio adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics. The CCSS are now a part of Ohio's Content Standards. Recognizing the need to make the content standards accessible for all students, the Offices of Curriculum, Assessment and Exceptional Children at the Ohio Department of Education developed the Ohio's Academic Content Standards-Extended (OACS-E).

The OACS-E, found on the following pages are designed to assist teachers in providing access to the general education curriculum for students with significant cognitive disabilities. Students receiving instruction based on the grade band Extensions total approximately 1% of Ohio's student population and are assessed using the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). These Extensions are not meant to replace the CCSS for English Language Arts, but to serve as a complement to them. The Extensions will be the first resource teachers should use when designing instruction for students with significant cognitive disabilities. The Extensions have been written and designed to provide a continuum of entry points related to the English Language Arts Standards. However, this document has been designed so that the reader can reference the CCSS for each grade level on the left hand page with Extensions displayed on the right hand page. There may be times when the instructor may want to further supplement the Extensions with the CCSS listed on the left hand page. This was the intent of the design of this document; to further enhance curricular content for students with significant cognitive disabilities.

At the same time, in planning academic activities for students with significant cognitive disabilities, teachers must consider incorporation of non-academic skills necessary for student success such as communication, self-determination, gross/fine motor, and social skills as well as individual accommodations or supports that be necessary for students to access the curriculum. Life Skills should also serve to be taught as complements to the Extensions. These Extensions will assist teachers in the instruction of content that is directly aligned with the CCSS for English Language Arts.

Grade Band

Standards (academic skills) from the CCSS were identified within the following grade bands:

K-2

3-5

6-8

9-12

Some standards within specific grade bands were not extended due to the complexity of the skills and are not included in this document. As such, you will see certain components of the CCSS not addressed within the Extensions. However, it should be noted that the Extensions presented here will provide a strong foundation for learning for all students.

It is critical when designing instruction for students, it is to be completed using the student's assigned grade band. In other words, if the student is officially registered as an eighth grade student, they would be instructed using the grade 6-8 Extensions. This will ensure proper grade level content and progression within the standards.

Complexity Levels

Specific standards were extended among three complexity levels from "most complex" to "least complex". The three levels comprise varying difficulty levels for students based on a standard from the CCSS. The Extensions have been codified individually for clearer designation. The last letter in the extension "code" indicates the complexity level: "a" denotes the highest level of complexity, "b" denotes the middle complexity level and "c" denotes the lowest complexity level. In some instances, the verb of the extension simply changes to a lower taxonomy level. In other cases, there is different content to be included in the instructional process. It is important to move from left to right when reading the Extensions; that is, begin with the most complex level when determining where student instruction should begin before reverting to the lower complexity levels. *Please note: Students should not be categorized according to a particular extension level. Instead, instruction should target Extensions appropriate to individual strengths which may vary across standards. Ideally, one should see instruction occurring at all ranges of complexity when these Extensions are applied within each grade band.*

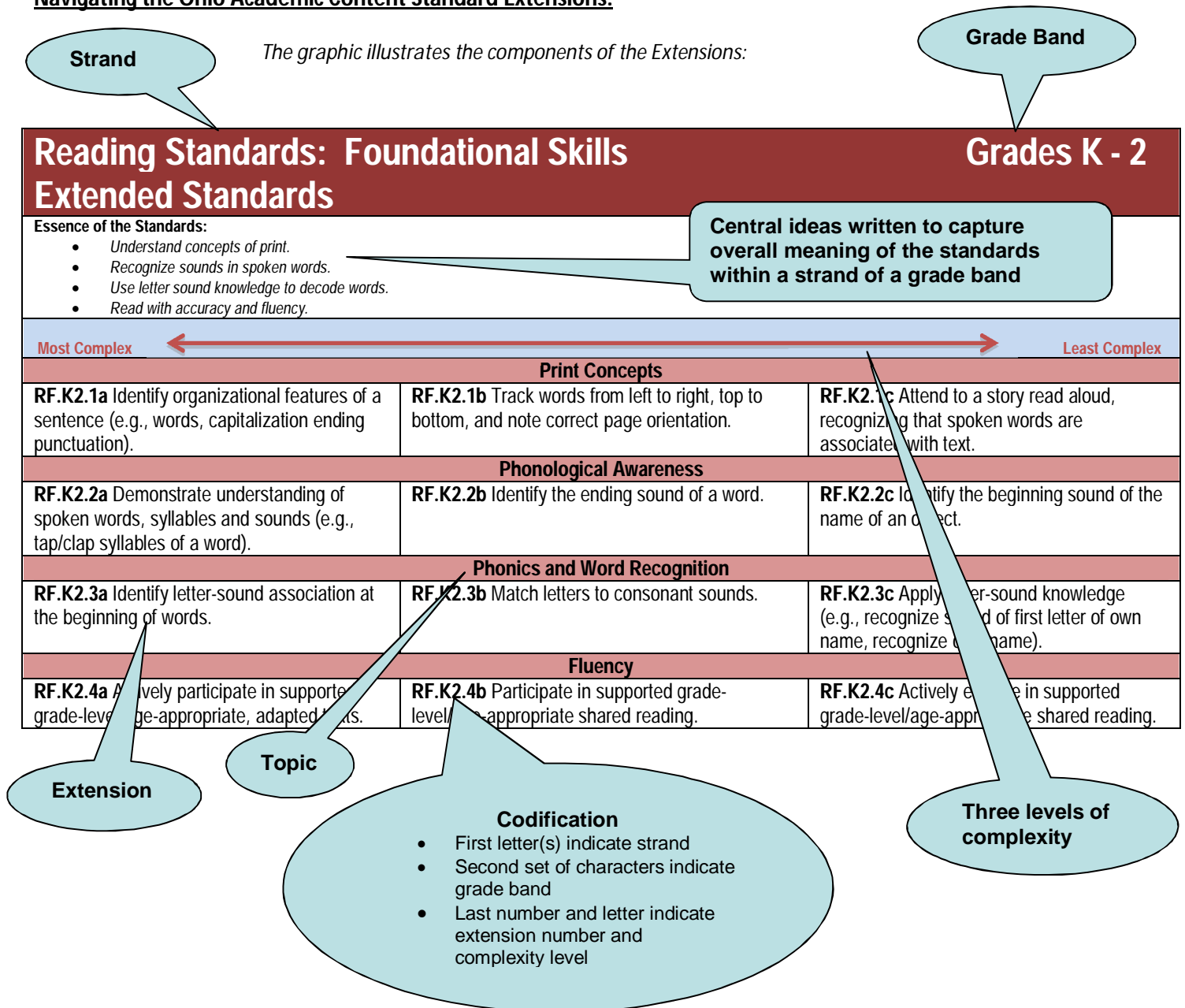
Utilization

The Ohio Academic Content Standards-Extended do not specify individual accommodations or supports that may be necessary for students across the curriculum. When designing lessons based on the Extensions, teachers should consider the unique learning needs of each student and employ the necessary accommodations. According to the CCSS *Application to Students with Disabilities* document (CCSSO 2010),

"These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards."

The Extensions will be used by school personnel to plan and implement lessons based upon academic standards. The use of these Extensions is intended for the population of students that will be engaged in Ohio's Alternate Assessment.¹

Navigating the Ohio Academic Content Standard Extensions:



¹ During the roll out process of this document, many educators felt that OACS-E could help with the differentiation of instruction for all students. These Extensions may be utilized for this purpose, but it must be done with caution. The CCSS are written and will be assessed with general assessments at a much higher level of expectation. Thus, while these Extensions can provide entry points into the CCSS for students who need differentiation in the classroom-but are not engaged in the Alternate Assessment-it is imperative to remember that these students must transition and be assessed using the CCSS.

Acknowledgements

Development of Ohio's Academic Content Standards-Extended was a collaborative effort between the Ohio Department of Education's Office of Curriculum and Assessment and the Office for Exceptional Children. The writing committee, comprised of special educators, regular educators, administrators, parents and other stakeholders around the state of Ohio came together to create these Extensions. Additional credit is due to the states of Delaware and North Carolina whose already completed Extensions provided great insight for our work.

The following individuals served on our writing committee who provided extensive time, dedication, thought and expertise to this project. Sincere appreciation goes to:

Shawna Benson	<i>OCAI, Urbana University</i>	Vickie Hesler	<i>State Support Team Region 10</i>
Marilyn Brigati	<i>State Support Team Region 10</i>	Kate Kandel	<i>Parent</i>
Pat Cronin	<i>State Support Team Region 4</i>	Caren McCoy	<i>State Support Team Region 12</i>
Hope Douglas	<i>Coshocton County Board of Developmental Disabilities</i>	Michelle Miller	<i>Groveport Madison Local Schools</i>
Beth Duffy	<i>State Support Team Region 16</i>	Bill Nellis	<i>State Support Team Region 6</i>
Cindy Ford	<i>State Support Team Region 1</i>	Gretchen Schmitz	<i>Auglaize County ESC</i>
Barb Gentile Green	<i>Mt. Gilead Exempted Village Schools</i>	Amy Szymanski	<i>State Support Team Region 1</i>
Randy Grieser	<i>K12 Incorporated</i>	Angie Chappel-Wang	<i>Cuyahoga County ESC,</i>
Joan Griest	<i>Marion County Schools</i>		<i>State Support Team Region 3</i>
Bette Hackett	<i>State Support Team Region 16</i>	Ilana Webber	<i>Groveport Madison Local Schools</i>

Special thanks to Kathy Staugler who led the committee work and revised rough drafts through several iterations of these Extensions.

Gratitude is due to the following individuals from the American Institutes for Research for their time and knowledge during this process:

Dee Wagner	John Kwening	Heather Williams	Paula Sable
Leslie Booth	Kevin Mirkoff	Jim McCain	

Four Ohio Department of Education staff members led the project while providing valuable insight and global thinking:

Cathy Csanyi	Andrew Hinkle	Bill Sternberg	Wendy Stoica
--------------	---------------	----------------	--------------

Finally, thanks to all who provided comments, support and guidance along the way including family and community members, university faculty, school administrators, teachers and others. Ohio's Academic Content Standards-Extended would not be possible without the support of all who worked tirelessly to create a guiding tool to support access to the general education curriculum for all students.

ELA – Table of Contents

Code	Strand	Grade Band	Pages
RL	Reading Standards for Literature	K-2	2-3
		3-5	4-5
		6-8	6-7
RI	Reading Standards for Informational Text	K-2	8-9
		3-5	10-11
		6-8	12-13
RF	Foundational Skills	K-2	14-15
		3-5	16-17
W	Writing	K-2	18-19
		3-5	20-23
		6-8	24-27
SL	Speaking and Listening	K-2	28-29
		3-5	30-31
		6-8	32-33
L	Language	K-2	34-35
		3-5	36-39
		6-8	40-41

High School – Grades 9-12

Code	Strand	Pages
RL	Reading Standards for Literature	42-43
RI	Reading Standards for Informational Text	44-45
W	Writing	46-49
SL	Speaking and Listening	50-51
L	Language	52-53

Reading Standards for Literature			Grades K – 2
Kindergarten	Grade 1	Grade 2	
Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	Key Ideas and Details 1. Ask and answer questions about key details and events in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.	Key Ideas and Details 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details and events in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.	
Craft and Structure 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Craft and Structure 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.	Craft and Structure 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.	Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.	Range of Reading and Level of Text Complexity 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Description <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks. 			

Reading Standards for Literature Extended Standards

Grades K – 2

Essence of the Standards:

- Identify details and key ideas in text.
- Recognize and use text structures to support understanding.
- Recognize and use illustrations to support understanding.
- Actively engage with various types of age-appropriate literature.

Most Complex



Least Complex

Key Ideas and Details

RL.K2.1a Ask and answer who, what, where, when or how questions to demonstrate understanding of text.

RL.K2.2a Retell fables, folktales or other stories including the central message and supporting details.

RL.K2.3a Describe characters and how they change in a story (e.g., sad to happy, short to tall).

RL.K2.1b Ask and answer who, what, where or when questions to demonstrate understanding of text.

RL.K2.2b Retell or sequence events in a story demonstrating understanding of the central message.

RL.K2.3b Identify characters, settings or events in a story.

RL.K2.1c Answer who or what questions to demonstrate understanding of text.

RL.K2.2c Retell or sequence two events from a story.

RL.K2.3c Recognize characters, settings or events in a story.

Craft and Structure

RL.K2.4a Identify words that repeat, rhyme or support the rhythm in a story, poem or song.

RL.K2.5a Explain the difference between real (informational), and made-up (literary) text or poetry.

RL.K2.6a Identify the point of view or attitude of various characters.

RL.K2.4b Identify emotion and sensory words in a story, poem or song

RL.K2.5b Recognize common types of texts (e.g., storybooks, poems).

RL.K2.6b Identify the point of view or attitude of main character.

RL.K2.4c Identify words in a story, poem or song that suggest feelings.

RL.K2.5c Recognize the difference between real (informational), and a poem.

RL.K2.6c Match pictures or objects to identify who is telling a story.

Integration of Knowledge and Ideas

RL.K2.7a Use illustrations and text to describe the characters, setting or events from a story.

RL.K2.8a Describe similarities or differences in two or more versions of a story.

RL.K2.7b Use illustrations, concrete objects or text to identify details, characters, setting or events from a story.

RL.K2.8b Match similarities of characters or events in two versions of a story.

RL.K2.7c Use illustrations or concrete objects that relate to a story.

RL.K2.8c Identify two books that have similar characters or themes.

Range of Reading and Level of Text Complexity

RL.K2.9a Actively participate in supported grade- level/age-appropriate adapted literature materials.

RL.K2.9b Participate in supported grade-level/age-appropriate, adapted literature materials.

RL.K2.9c Actively engage in supported grade-level/age-appropriate adapted literature materials.

Reading Standards for Literature			Grades 3 – 5
Grade 3	Grade 4	Grade 5	
Key Ideas and Details <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	Key Ideas and Details <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 	Key Ideas and Details <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, events, or settings in a story or drama, drawing on specific details in the text (e.g., how characters interact). 	
Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters. 	Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 	Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described. 	
Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. (Not applicable to literature) 9. Compare and contrast the themes, settings, and plots of stories written by the same author about 	Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 	Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 	
Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. 	Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. 	
Description <ul style="list-style-type: none"> • The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> • <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Reading Standards for Literature Extended Standards

Grades 3 – 5

Essence of the Standards:

- Understand key events, details and ideas from text.
- Understand the meaning of words and phrases in text.
- Use story elements to understand text.
- Demonstrate understanding of text while actively engaged in reading.

Most Complex



Least Complex

Key Ideas and Details

RL.35.1a Answer inferential questions based on details from the text.

RL.35.2a Summarize text and identify theme.

RL.35.3a Identify the similarities or differences between two or more characters, settings or events in folktales, fairytales, myths or other stories.

RL.35.1b Answer literal questions based on details from the text.

RL.35.2b Retell a story including theme and key details.

RL.35.3b Describe characters, settings or events in stories, poems or songs.

RL.35.1c Answer literal questions to show understanding of text.

RL.35.2c Identify the central message or theme in a story.

RL.35.3c Identify characters, settings or events in a story.

Craft and Structure

RL.35.4a Determine the meaning of words and phrases, including figurative language (e.g., similes, metaphors).

RL.35.5a Explain how chapters, stanzas or scenes build on earlier sections of text.

RL.35.6a Distinguish between first- and third-person narrations.

RL.35.4b Identify the meaning of words based on how they are used in a text.

RL.35.5b Identify common elements of a genre (e.g., stanzas or rhythm in a poem, problem or solution in a story)

RL.35.6b Compare personal point of view to that of a character in a story.

RL.35.4c Match pictures or objects to words based on how they are used in a text.

RL.35.5c Match pictures or objects with a chapter in a book, or a scene in a play.

RL.35.6c Identify who is speaking in a story.

Integration of Knowledge and Ideas

RL.35.7a Describe how illustrations relate to meaning within the text.

RL.35.8a Describe similarities and differences between two stories by the same author or from the same genre.

RL.35.7b Match text to specific illustrations.

RL.35.8b Identify similarities or differences between characters or events in two folktales, fairytales and/or myths.

RL.35.7c Identify story elements that are shown in the illustrations.

RL.35.8c Identify similarities between characters or events in two stories.

Range of Reading and Level of Text Complexity

RL.35.9a Actively participate in supported grade-level/age-appropriate, adapted literature materials.

RL.35.9b Participate in supported grade-level/age-appropriate, adapted literature materials.

RL.35.9c Actively engage in supported grade-level/age-appropriate, adapted literature materials.

Reading Standards for Literature			Grades 6 – 8
Grade 6	Grade 7	Grade 8	
Key Ideas and Details <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution. 	Key Ideas and Details <ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	Key Ideas and Details <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 	
Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text. 	Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 	Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 	
Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 	Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. 	Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8. (Not applicable to literature) 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. 	
Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. 	
Description <ul style="list-style-type: none"> • The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> • <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Reading Standards for Literature Extended Standards

Grades 6 – 8

Essence of the Standards:

- Use text to understand key ideas, characters, themes and events.
- Use word choice and structure to support meaning.
- Compare ideas and themes across literature text.
- Demonstrate understanding of text while actively engaged in reading.

Most Complex



Least Complex

Key Ideas and Details

RL.68.1a Cite evidence in text to support answers to literal and inferential questions.

RL.68.1b Locate text to support answers to literal and inferential questions.

RL.68.1c Identify details that support answers to literal questions.

RL.68.2a Summarize text, including theme or central idea and support with details.

RL.68.2b Identify the theme or central idea of a text and support it with main events and details. A text may have more than one theme.

RL.68.2c Sequence main events in relation to a stated theme or central idea.

RL.68.3a Describe the story's plot and how the events and characters contribute to the resolution of the story.

RL.68.3b Describe a story's plot and how the events lead to a solution.

RL.68.3c Identify the problem and solution in a story.

Craft and Structure

RL.68.4a Explain the meaning of words/phrases as they are used in a text, including figurative language.

RL.68.4b Identify the meaning of words or phrases based on how they are used in a text.

RL.68.4c Match pictures to words or phrases based on how they are used in a text.

RL.68.5a Explain how chapters, stanzas or scenes are used to develop overall meaning of text.

RL.68.5b Identify structures within stories poems, plays or songs that contribute to the overall meaning of text.

RL.68.5c Locate a chapter in a book, a stanza in a poem or a scene in a play.

RL.68.6a Explain how changing the point of view would change the story.

RL.68.6b Identify the storyteller, and describe his/her role in the story.

RL.68.6c Identify who is telling the story (narrator vs. character).

Integration of Knowledge and Ideas

RL.68.7a Explain the effect of the similarities and differences between print and multimedia/live productions of the same story, drama or poem.

RL.68.7b Describe the key similarities or differences between print and multimedia/live productions of the same story, drama or poem.

RL.68.7c Identify key similarities or differences between print and multimedia/live productions of the same story, drama or poem.

RL.68.8a Compare and contrast themes from two different genres.

RL.68.8b Describe similar events from two different genres.

RL.68.8c Identify similar characters from two different genres.

RL.68.9a Compare and contrast a historical event with a fictional account.

RL.68.9b Describe a fictional account of a historical event.

RL.68.9c Identify similar characters from a fictional account of a historical event.

Range of Reading and Level of Text Complexity

RL.68.10a Read supported grade-level/age-appropriate adapted literature materials.

RL.68.10b Participate in or read supported grade-level/age-appropriate, adapted literature materials.

RL.68.10c Actively engage in supported grade-level/age-appropriate, adapted literature materials.

Reading Standards for Informational Text			Grades K – 2
Kindergarten	Grade 1	Grade 2	
Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas or pieces of information in a text.	Key Ideas and Details 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft and Structure 4. With prompting and support, ask questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Craft and Structure 3. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . 4. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 5. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Integration of Knowledge and Ideas 7. Use illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Integration of Knowledge and Ideas 6. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 7. Describe how reasons support specific points the author makes in a text. 8. Compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.	Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1.	Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Description <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Reading Standards for Informational Text Extended Standards

Grades K – 2

Essence of the Standards:

- Identify key details and ideas from text.
- Recognize and use text structures to support understanding.
- Recognize and use illustrations/images to support understanding.
- Actively engage with various types of age-appropriate informational text.

Most Complex



Least Complex

Key Ideas and Details

RI.K.2.1a Ask and answer who, what, where, when, why and how questions to demonstrate understanding of text.

RI.K.2.2a Identify the main topic and the focus of two or more paragraphs.

RI.K.2.3a Describe the connections between events, ideas, individuals or steps in procedures in a text.

RI.K.2.1b Ask and answer who, what, where and when questions to demonstrate understanding of text.

RI.K.2.2b Identify the main topic, and retell key details of a text.

RI.K.2.3b Describe two events, ideas, individuals or steps in procedures from a text.

RI.K.2.1c Answer who or what questions to demonstrate understanding of text

RI.K.2.2c Retell/sequence key details of a text.

RI.K.2.3c Identify two events, ideas, individuals or steps in procedures from a text.

Craft and Structure

RI.K.2.4a Describe the meaning of words in a text.

RI.K.2.5a Use text features (e.g., heading, table of contents, glossaries) to locate specific information in a text.

RI.K.2.6a Identify the main purpose of an informational text.

RI.K.2.4b Identify the meaning of words based on how they are used in a text.

RI.K.2.5b Identify text features (e.g., headings, table of contents, glossaries) used in informational text.

RI.K.2.6b Identify pictures or words in an informational text that provide an idea or information.

RI.K.2.4c Match unknown words to visual representations of (e.g., objects relating to) those words.

RI.K.2.5c Identify the front cover and back cover of an informational text.

RI.K.2.6c Identify a picture that provides information in a text.

Integration of Knowledge and Ideas

RI.K.2.7a Use illustrations and details from a text to describe key ideas.

RI.K.2.8a Locate a reason/detail that supports the author's point in a text.

RI.K.2.9a Describe similarities and differences between two versions of a text on the same topic.

RI.K.2.7b Identify ideas found in illustrations and those found in text.

RI.K.2.8b Identify key points in a text.

RI.K.2.9b Identify the similarities in two texts that address the same topic.

RI.K.2.7c Distinguish between print and illustrations in informational text.

RI.K.2.8c Identify the topic of a text.

RI.K.2.9c Identify two texts that have similar topics.

Range of Reading and Level of Text Complexity

RI.K.2.10a Actively participate in supported grade-level/age-appropriate, adapted informational texts.

RI.K.2.10b Participate in supported grade-level/age-appropriate, adapted informational texts.

RI.K.2.10c Actively engage in supported grade-level/age-appropriate, adapted informational texts.

Reading Standards for Informational Text			Grades 3 – 5
Grade 3	Grade 4	Grade 5	
Key Ideas and Details <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	Key Ideas and Details <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	Key Ideas and Details <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	
Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text. 	Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 	Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 	
Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic. 	Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Explain how an author uses reasons and evidence to support particular points in a text. 8. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	
Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. 	Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 	
Description <ul style="list-style-type: none"> • The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> • <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Reading Standards for Informational Text Extended Standards

Grades 3 – 5

Essence of the Standards:

- Use key details and ideas to understand text.
- Use key words and structures of text to support understanding.
- Acquire information from multiple sources.
- Demonstrate understanding of informational text while actively engaged in reading.

<div> <div>Most Complex</div> <div>←</div> <div>→</div> <div>Least Complex</div> </div>		
Key Ideas and Details		
RI.35.1a Answer inferential questions using specific details from the text to support those inferences. RI.35.2a Identify main idea and summarize text. RI.35.3a Explain connections between events, ideas, individuals or steps in procedures in historical, scientific or technical text.	RI.35.1b Answer literal questions using specific details from text to support those answers. RI.35.2b Retell a text including main idea and key details. RI.35.3b Identify a connection between two events, ideas, individuals or steps in procedures in historical, scientific or technical text.	RI.35.1c Answer literal questions using specific details from text. RI.35.2c Identify the main idea of an informational text. RI.35.3c Identify a series of steps or events described in historical, scientific or technical text (e.g., first, middle, last).
Craft and Structure		
RI.35.4a Describe the meaning of words and phrases as they are used in grade-level/age-appropriate informational or procedural text. RI.35.5a Compare the text structure of two informational texts (e.g., recipes, schedules, experiments). RI.35.6a Identify differences in the point of view regarding events or topics described in informational text.	RI.35.4b Identify the meaning of words as they are used in grade-level/age-appropriate informational or procedural text. RI.35.5b Use text features (e.g., key words, chapter, heading, bold print) or search tools to locate information in a text. RI.35.6b Identify whether an informational text is a firsthand or secondhand account.	RI.35.4c Match pictures or objects to words based on how they are used in grade-level/age-appropriate informational or procedural text. RI.35.5c Locate key text features (e.g., key words, chapter, heading, bold print) in a text. RI.35.6c Identify the type of informational text (e.g., biography, technical manual, schedule).
Integration of Knowledge and Ideas		
RI.35.7a Locate information in two or more texts to answer a question or support an idea. RI.35.8a Explain how the author makes connections between key points in a text (e.g., comparison, cause/effect, sequence). RI.35.9a Integrate information about a topic from two or more sources to report/write about the subject.	RI.35.7b Identify illustrations (e.g., maps, charts, photographs) that contribute to meaning within the text. RI.35.8b Identify important and irrelevant information in a text. RI.35.9b Compare information on the same from two different informational texts.	RI.35.7c Identify an illustration (e.g., maps, charts, photographs) that answers a question about a text. RI.35.8c Identify the author's key points from an informational text. RI.35.9c Identify two informational texts on the same topic.
Range of Reading and Level of Text Complexity		
RI.35.10a Read supported grade-level/age-appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level.	RI.35.10b Read or participate in supported grade-level/age-appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level.	RI.35.10c Actively participate in supported grade-level/age-appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level.

Reading Standards for Informational Text			Grades 6 – 8
Grade 6	Grade 7	Grade 8	
Key Ideas and Details <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 	Key Ideas and Details <ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 	Key Ideas and Details <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	
Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 	Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 	Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 	
Integration of Knowledge and Ideas <ol style="list-style-type: none"> 11. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 12. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 13. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 	Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 	
Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 11. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.. 	
Description <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Reading Standards for Informational Text Extended Standards

Grades 6 – 8

Essence of the Standards:

- Use key ideas and details to support understanding of informational text.
- Use word choice and structures to support meaning.
- Compare information across sources.
- Demonstrate understanding of informational text while actively engaged in reading.

<div> <div>Most Complex</div> <div>←</div> <div>→</div> <div>Least Complex</div> </div>		
Key Ideas and Details		
RI.68.1a Cite evidence in text to support answers to literal or inferential questions.	RI.68.1b Cite details from text to support the answers to literal questions.	RI.68.1c Identify details that support answers to literal questions.
RI.68.2a Summarize text including central ideas and details.	RI.68.2b Identify the topic of a text including central ideas and details.	RI.68.2c Sequence main ideas in relation to a stated topic.
RI.68.3a Explain connections between events, ideas, individuals or steps in procedures in historical, scientific or technical text.	RI.68.3b Identify a connection between two events, ideas, individuals or steps in procedures in historical, scientific or technical text.	RI.68.3c Identify a series of steps or events described in historical, scientific or technical text (e.g., first, middle, last).
Craft and Structure		
RI.68.4a Explain the meaning of words or phrases as they are used in a text, including technical meanings.	RI.68.4b Identify the meaning of words or phrases based on how they are used in a text.	RI.68.4c Match pictures or objects to words or phrases based on how they are used in a text.
RI.68.5a Explain how sentences, paragraphs or chapters contribute to the overall meaning of the text.	RI.68.5b Identify sentences or paragraphs that contribute to overall meaning of the text.	RI.68.5c Locate a sentence, paragraph or chapter in a text.
RI.68.6a Explain how the point of view or the purpose is evident in a text.	RI.68.6b Describe the point of view or the purpose of a text.	RI.68.6c Recognize the purpose of a text.
Integration of Knowledge and Ideas		
RI.68.7a Describe the similarities and differences between print and multimedia pertaining to a topic or idea.	RI.68.7b Describe the key similarities between print and multimedia pertaining to the same topic or idea.	RI.68.7c Recognize similarities between print and multimedia pertaining to the same topic or idea.
RI.68.8a Explain why information is relevant to text.	RI.68.8b Categorize relevant and irrelevant information in text.	RI.68.8c Recognize relevant information in text.
RI.68.9a Compare the presentation of two related works on a single topic.	RI.68.9b Describe similarities and differences between two related works (e.g., biography and an auto-biography).	RI.68.9c Recognize differences between two related works (e.g., biography and an auto-biography).
Range of Reading and Level of Text Complexity		
RI.68.10a Read supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science and technical texts.	RI.68.10b Read or participate in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science and technical texts.	RI.68.10c Actively engage in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science and technical texts.

Reading Standards: Foundational Skills			Grades K - 2
Kindergarten	Grade 1	Grade 2	
Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 		
Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 		
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. 	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 	
Fluency 4. Read emergent-reader texts with purpose and understanding.	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
Description <ul style="list-style-type: none"> These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Reading Standards: Foundational Skills Extended Standards

Grades K - 2

Essence of the Standards:

- Understand concepts of print.
- Recognize sounds in spoken words.
- Use letter sound knowledge to decode words.
- Read with accuracy and fluency.

<div> <div>Most Complex</div> <div>←</div> <div>→</div> <div>Least Complex</div> </div>		
Print Concepts		
RF.K2.1a Identify organizational features of a sentence (e.g., words, capitalization ending punctuation).	RF.K2.1b Track words from left to right, top to bottom, and note correct page orientation.	RF.K2.1c Attend to a story read aloud, recognizing that spoken words are associated with text.
Phonological Awareness		
RF.K2.2a Demonstrate understanding of spoken words, syllables and sounds (e.g., tap/clap syllables of a word).	RF.K2.2b Identify the ending sound of a word.	RF.K2.2c Identify the beginning sound of the name of an object.
Phonics and Word Recognition		
RF.K2.3a Identify letter-sound association at the beginning of words	RF.K2.3b Match letters to consonant sounds.	RF.K2.3c Apply letter-sound knowledge (e.g., recognize sound of first letter of own name, recognize own name).
Fluency		
RF.K2.4a Actively participate in supported grade-level/age-appropriate, adapted texts.	RF.K2.4b Participate in supported grade-level/age-appropriate shared reading.	RF.K2.4c Actively engage in supported grade-level/age-appropriate shared reading.

Reading Standards: Foundational Skills			Grades 3 – 5
Grade 3	Grade 4	Grade 5	
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. 	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
Description <ul style="list-style-type: none"> These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Reading Standards: Foundational Skills Extended Standards

Grades 3 – 5

Essence of the Standards:

- Use letter sound knowledge to decode words.
- Read with accuracy and fluency.

<div> <div>Most Complex</div> <div>←</div> <div>→</div> <div>Least Complex</div> </div>		
Phonics and Word Recognition		
RF.35.1a Apply phonics skills to decode words: <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence to read unfamiliar words. • Decode words with common affixes. • Decode common multi-syllable words. • Read high-frequency words (e.g., Dolch word list 3). 	RF.35.1b Apply letter-sound knowledge to read words: <ul style="list-style-type: none"> • Decode regularly spelled words. • Decode words following basic sound patterns. • Read high-frequency words (e.g., Dolch word lists 1 and 2). 	RF.35.1c Apply letter-sound knowledge to recognize high frequency words: (e.g., words used in the classroom or common classroom objects). <ul style="list-style-type: none"> • Recognize own name or familiar name in print.
Fluency		
RF.35.2a Actively participate in supported grade-level/age-appropriate, adapted texts to support comprehension.	RF.35.2b Participate in supported grade-level/age-appropriate shared reading to support comprehension.	RF.35.2c Actively engage in supported grade-level/age-appropriate shared reading to support comprehension.

Writing Standards		Grades K – 2	
Kindergarten	Grade 1	Grade 2	
Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	
Range of Writing 10. (Begins in grade 3)	Range of Writing 10. (Begins in grade 3)	Range of Writing 10. (Begins in grade 3)	
Description			
<ul style="list-style-type: none">The above standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.			

Writing Standards Extended Standards

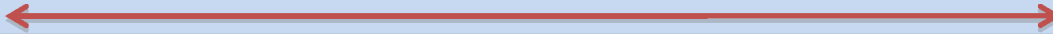
Grades K – 2

Essence of the Standards:

Write on selected topics (**at these grade levels the word “write” includes dictation, drawing and approximated spelling**).

- Revise and publish writing with support.
- Use digital tools to write.
- Participate in shared research.

Most Complex



Least Complex

Text Types and Purposes

W.K.2.1a Generate written text stating a basic opinion on a topic, and provide a reason.

W.K.2.1b Generate written text stating a basic opinion on a topic.

W.K.2.1c Communicate a personal preference.

W.K.2.2a Generate written text about a topic, and provide one fact about the topic.

W.K.2.2b Generate at least one fact about a topic.

W.K.2.2c Choose an object that represents a writing topic.

W.K.2.3a Generate text to communicate a sequence of events that tell a story.

W.K.2.3b Arrange pictures or text to communicate a sequence of events that tell a story.

W.K.2.3c Sequence events from a personal experience.

Production and Distribution of Writing

W.K.2.4a (Begins in grade 3)

W.K.2.4b (Begins in grade 3)

W.K.2.4c (Begins in grade 3)

W.K.2.5a With guidance and support, revise writing to maintain focus on a topic.

W.K.2.5b With guidance and support, add one or more details to strengthen writing.

W.K.2.5c With guidance and support, select details to strengthen writing.

W.K.2.6a With guidance and support, select and use digital tools to produce and publish writing.

W.K.2.6b With guidance and support, use digital tools to produce and publish writing.

W.K.2.6c With guidance and support, explore digital tools to produce and publish writing.

Research to Build and Present Knowledge

W.K.2.7a Participate in shared research and shared writing projects.

W.K.2.7b Participate in shared research and add details to shared writing experiences.

W.K.2.7c Participate in a shared experience to contribute to group writing.

W.K.2.8a Use information from personal experiences or texts to answer questions.

W.K.2.8b Select a detail from experiences or research to answer a question.

W.K.2.8c Use personal experiences to support shared writing experiences.

W.K.2.9a Begins in grade 4.

W.K.2.9b Begins in grade 4.

W.K.2.9c Begins in grade 4.

Range of Writing

(Begins in grade 3)

(Begins in grade 3)

(Begins in grade 3)

Writing Standards

Grades 3 – 5

Grade 3	Grade 4	Grade 5
Text Types and Purposes <ol style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. Provide a concluding statement or section. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	Text Types and Purposes <ol style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). Provide a concluding statement or section related to the opinion presented. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	Text Types and Purposes <ol style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing <ol style="list-style-type: none"> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 	Production and Distribution of Writing <ol style="list-style-type: none"> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	Production and Distribution of Writing <ol style="list-style-type: none"> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences..</p>
<p>Description</p> <ul style="list-style-type: none"> The above standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

This page is intentionally left blank

Writing Standards Extended Standards

Grades 3 – 5

Essence of the Standards:

- Write for multiple purposes.
- Revise and publish writing.
- Gather information from multiple sources.
- Write routinely.

Most Complex



Text Types and Purposes

Least Complex

W.35.1a Express an opinion in writing, and provide supporting information or details.

W.35.1b Generate a written text by selecting reasons to support a given opinion (e.g., because...).

W.35.1c Communicate an opinion on a specific topic.

W.35.2a Generate a paragraph including a topic sentence with supporting facts, details and a concluding sentence.

W.35.2b Generate multiple factual sentences on a topic.

W.35.2c Communicate facts on a given topic.

W.35.3a Generate a written text that includes narrative elements (character, dialogue, events) to tell a personal story.

W.35.3b Generate a personal narrative that includes characters and events.

W.35.3c Communicate a sequence of events from a personal experience.

Production and Distribution of Writing

W.35.4a With guidance and support, generate a written text that matches the purpose for which it is designed (e.g., report or story).

W.35.4b With guidance and support, generate a written text that matches the purpose for which it is designed (persuasive, informative or narrative task).

W.35.4c With guidance and support, generate written text that matches the purpose and audience for which it is intended.

W.35.5a With guidance and support, plan, edit and revise writing to increase clarity.

W.35.5b With guidance and support, identify and add one or more details to strengthen writing.

W.35.5c With guidance and support, edit writing to improve clarity.

W.35.6a With guidance and support, use technology to compose a paragraph.

W.35.6b With guidance and support, use technology to compose two or more sentences.

W.35.6c With guidance and support, use technology to compose a simple sentence.

Research to Build and Present Knowledge

W.35.7a Research and collect information from multiple sources to build knowledge on a topic.

W.35.7b Research and collect information from one or more sources to build knowledge on a topic.

W.35.7c Select a source to build knowledge on a topic.

W.35.8a Recall and categorize information from personal experiences, print or digital sources, and name the source.

W.35.8b Recall and categorize information from personal experiences, print or digital sources.

W.35.8c Recall information from personal experiences, print or digital sources.

W.35.9a Gather information from (adapted) grade-level/age-appropriate literary or informational materials to support research and understanding.

W.35.9b Gather information from (adapted) grade-level/age-appropriate literary or informational materials to support understanding.

W.35.9c Select information from (adapted) grade-level/age-appropriate literary or informational materials to support understanding.

Range of Writing

W.35.10a Generate written text routinely for a range of discipline-specific tasks, purposes and audiences within formats and content.

W.35.10b Participate routinely in supported writing/communication activities for a range of discipline-specific tasks, purposes and audiences within formats and content.

W.35.10c Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes and audiences within formats and content.

(Adaptations to the writing expectations should reflect the above writing standards.)

(Adaptations to the writing expectations should reflect the above writing standards.)

(Adaptations to the writing expectations should reflect the above writing standards.)

Writing Standards

Grades 6 – 8

Grade 6	Grade 7	Grade 8
Text Types and Purposes <ol style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	Text Types and Purposes <ol style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	Text Types and Purposes <ol style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	Production and Distribution of Writing <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	Production and Distribution of Writing <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>4. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Description</p> <ul style="list-style-type: none"> The above standards for 6 - 12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

This page is intentionally left blank

Writing Standards Extended Standards

Grades 6 – 8

Essence of the Standards:

- Use supporting information in writing.
- Revise and publish own writing.
- Use technology to produce writing.
- Gather and report information in writing.
- Write routinely for multiple purposes.

Most Complex

Least Complex

Text Types and Purposes

W.68.1a Generate a written paragraph expressing an opinion, with supporting information or details.

W.68.1b Generate a written text by selecting reasons and relevant facts to support a given opinion.

W.68.1c Communicate an opinion on a specific topic with relevant details.

W.68.2a Generate informative text, including an introductory sentence, supporting facts and a concluding sentence.

W.68.2b Generate multiple factual sentences, on a topic, including a topic sentence and concluding sentence.

W.68.2c Communicate facts and details on a given topic.

W.68.3a Generate a written text that includes narrative elements (e.g., dialogue, conflict, description) and a logical sequence of events.

W.68.3b Generate narrative text with characters, a logical sequence of events and descriptive details.

W.68.3c Communicate a sequence of events based on personal experiences or events, including a descriptive detail.

Production and Distribution of Writing

W.68.4a Generate a written text following the conventions of a persuasive, informative or narrative task (paragraph or story).

W.68.4b With guidance and support, generate a written text following the conventions of a persuasive, informative or narrative task (sentence).

W.68.4c With guidance and support, select and develop topics for persuasive, informative and/or narrative tasks.

W.68.5a With some guidance and support, plan, edit and revise writing to increase clarity and coherence.

W.68.5b With guidance and support, edit and revise writing.

W.68.5c With guidance and support, edit writing by adding details to improve clarity.

W.68.6a Use technology, including the Internet, to compose a paragraph.

W.68.6b With guidance and support, use technology, including the Internet, to compose multiple sentences.

W.68.6c With guidance and support, use technology, including the Internet, to compose a simple sentence.

Research to Build and Present Knowledge

W.68.7a Research and collect information from multiple sources to answer a question.

W.68.7b Research and collect information from a source to answer a question.

W.68.7c Select a source to answer a question.

W.68.8a Summarize information from print and digital sources to create an original document and list sources.

W.68.8b Generate multiple sentences to summarize information from print and digital sources and name the source.

W.68.8c Generate a sentence based on information from print or digital sources.

W.68.9a Gather and organize information from (adapted) grade-level/age-appropriate literary or informational material to support research and understanding.

W.68.9b Gather and organize information from (adapted) grade-level/age-appropriate literary or informational materials.

W.68.9c Select topic specific information from (adapted) grade-level/age-appropriate literary or informational materials.

Range of Writing

W.68.10a Write routinely for a range of discipline-specific tasks, purposes and audiences within formats and content.

W.68.10b Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences within formats and content.

W.68.10c Participate in shared writing/communication activities for a range of discipline-specific tasks, purposes and audiences, within formats and content.

(Adaptations to the writing expectations should reflect the above writing standards.)

(Adaptations to the writing expectations should reflect the above writing standards.)

(Adaptations to the writing expectations should reflect the above writing standards.)

Speaking and Listening Standards			Grades K – 2
Kindergarten	Grade 1	Grade 2	
Comprehension and Collaboration <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	Comprehension and Collaboration <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 	
Presentation of Knowledge and Ideas <ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. 	Presentation of Knowledge and Ideas <ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.). 	Presentation of Knowledge and Ideas <ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) 	
Description <ul style="list-style-type: none"> • The above standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> • <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Speaking and Listening Standards Extended Standards

Grades K – 2

Essence of the Standards:

- Participate in collaborative conversation.
- Ask and answer questions to gather information.
- Communicate to tell a story or experience.
- Communicate to express ideas, thoughts or feelings.

Most Complex



Least Complex

Comprehension and Collaboration

SL.K.2.1a Participate in group discussions about grade-level/age-appropriate topics and text.

- Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)
- Ask questions for clarification.

SL.K.2.2a Describe two or more key ideas or details from text read aloud or information presented orally.

SL.K.2.3a Ask or answer questions to clarify understanding or gain information about a topic.

SL.K.2.1b Actively participate in supported conversations about grade-level/age-appropriate topics and text.

- Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)
- Continue a conversation through multiple exchanges.

SL.K.2.2b Ask or answer questions about key ideas from text read aloud or information presented orally.

SL.K.2.3b Ask or answer questions about a familiar topic.

SL.K.2.1c Actively participate in conversation about grade-level/age-appropriate topics or text.

- Actively listen to others.
- Respond to a question.

SL.K.2.2c Identify the key idea from text read aloud or information presented orally.

SL.K.2.3c Communicate to request help or information.

Presentation of Knowledge and Ideas

SL.K.2.4a Communicate clearly about a personal experience including relevant details.

SL.K.2.5a Add visuals or audio to enhance a presentation and clarify details.

SL.K.2.6a Communicate in complete sentences in a manner appropriate to a task or situation.

SL.K.2.4b Describe a person, place, thing, or event from a personal experience.

SL.K.2.5b Add visuals or audio to enhance a story or description of a personal experience.

SL.K.2.6b Communicate thoughts, feelings and ideas through multi-word responses.

SL.K.2.4c Communicate information about a familiar person, place, thing or event.

SL.K.2.5c Choose visuals or audio related to a story or experience.

SL.K.2.6c Communicate appropriately to express feelings or ideas.

Speaking and Listening Standards			Grades 3 – 5
Grade 3	Grade 4	Grade 5	
Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points.	Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
Presentation of Knowledge and Ideas 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	Presentation of Knowledge and Ideas 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	Presentation of Knowledge and Ideas 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	
Description <ul style="list-style-type: none"> The above standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Speaking and Listening Standards Extended Standards

Grades 3 – 5

Essence of the Standards:

- Engage in collaborative discussions.
- Communicate to summarize key ideas and details.
- Report on a topic or text.

Most Complex



Least Complex

Comprehension and Collaboration

SL.35.1a Engage in discussions about grade-level/age-appropriate topics and text.

- Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)
- Ask and answer questions for clarification; make comments.
- Make topic-specific personal connections.

SL.35.2a Summarize key ideas or supporting details from text read aloud or presented in diverse formats.

SL.35.3a Ask or answer questions about a speaker's presentation to clarify or extend understanding.

SL.35.1b Participate in discussions about grade-level/age-appropriate topics and text.

- Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)
- Answer questions to contribute to the discussion.

SL.35.2b Communicate the main idea and details of text read aloud or presented in diverse formats.

SL.35.3b Ask or answer questions about key points from a speaker's presentation.

SL.35.1c Actively participate in discussion about grade-level/age-appropriate topics or text.

- Appropriately gain attention.
- Sustain turn-taking interactions.
- Listen to others

SL.35.2c Recognize key details from of text read aloud or presented in diverse formats.

SL.35.3c Communicate key points from a speaker's presentation.

Presentation of Knowledge and Ideas

SL.35.4a Communicate about a topic in the appropriate sequence and include the main idea and relevant details.

SL.35.5a Enhance a presentation with multimedia components.

SL.35.6a Communicate in sentences using formal or informal language that is specific to the purpose or audience.

SL.35.4b Communicate about a topic or event in the appropriate sequence.

SL.35.5b Add visual or audio displays to enhance a presentation.

SL.35.6b Communicate information specific to the purpose or audience.

SL.35.4c Communicate information about a personal experience or specific event (e.g., family or school even).

SL.35.5c Select multimedia or visual components pertinent to a presentation.

SL.35.6c Communicate to share information.

Speaking and Listening Standards			Grades 6 – 8
Grade 6	Grade 7	Grade 8	
Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress towards specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	
Presentation of Knowledge and Ideas 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Presentation of Knowledge and Ideas 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Presentation of Knowledge and Ideas 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	
Description <ul style="list-style-type: none"> The above standards for 6 – 12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 			

Speaking and Listening Standards Extended Standards

Grades 6 – 8

Essence of the Standards:

- *Effectively engage in collaborative discussions.*
- *Present information.*

Most Complex



Least Complex

Comprehension and Collaboration

SL.68.1a Engage in discussions about grade-level/age-appropriate topics and text.

- Follow rules of discussion.
- Ask questions about the topic; respond to others' questions and comments; share ideas.

SL.68.2a Summarize the main ideas and supporting details of information presented in diverse formats.

SL.68.3a Explain a speaker's point of view or purpose and relevant supporting evidence.

SL.68.1b Participate in discussions about grade-level/age-appropriate topics and text.

- Follow rules of discussion.
- Ask or answer questions to contribute to the discussion.

SL.68.2b Communicate the main ideas and supporting details of information presented in diverse formats.

SL.68.3b Describe a speaker's point of view or purpose.

SL.68.1c Participate in discussions about grade-level/age-appropriate topics or text.

- Follow rules of discussion.
- Ask or answer questions about the topic.

SL.68.2c Identify key details from of text read aloud or presented in diverse formats.

SL.68.3c Identify a speaker's purpose (e.g., school dance, bus policy).

Presentation of Knowledge and Ideas

SL.68.4a Communicate effectively about a topic, providing facts and details to support an idea or opinion.

SL.68.5a Integrate multimedia components to enhance a presentation.

SL.68.6a Communicate ideas or opinions using formal or informal language that is specific to the purpose or audience.

SL.68.4b Communicate effectively to present information sequentially about a selected topic.

SL.68.5b Add multimedia components to enhance a presentation.

SL.68.6b Communicate multiple ideas or information specific to the purpose or audience.

SL.68.4c Communicate information about a selected topic, experience or event.

SL.68.5c Choose drawings, objects or other visuals to enhance a presentation.

SL.68.6c Effectively communicate in formal or informal conversations.

Language Standards		Grades K – 2	
Kindergarten		Grade 1	
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Knowledge of Language 3. (Begins in grade 2)		Knowledge of Language 3. (Begins in grade 2)	
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		Vocabulary Acquisition and Use 5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	
Description • The above standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an*The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.			
		Grade 2	
		Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
		Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>loss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	

Language Standards Extended Standards

Grades K – 2

Essence of the Standards:

- Demonstrate conventions of grammar when speaking or writing.
- Demonstrate conventions of capitalization, punctuation and spelling when writing.
- Acquire and use vocabulary.

Most Complex



Least Complex

Conventions of Standard English

L.K2.1a Communicate using conventions of standard English grammar:

- Upper- and lower-case letters;
- Common nouns, verbs and pronouns;
- Question words;
- Adjectives (e.g., big, little);
- Conjunctions (e.g., and, but); and
- Prepositions. (e.g., under, on).

L.K2.2a Generate a simple sentence containing:

- Beginning capitalization;
- Ending punctuation; and
- Simple words, spelled phonically.

L.K2.1b Communicate using the conventions of standard English grammar, including the use of:

- Upper- and lower-case letters;
- Common nouns, verbs and pronouns;
- Question words;
- Adjectives; and
- Simple sentences.

L.K2.2b Identify capitalization and ending punctuation within a written sentence.

L.K2.1c Communicate using two or more word combinations during a shared writing or speaking activity.

L.K2.2c Identify capital letters at the beginning of familiar names (e.g., own, classmates' or family members').

Knowledge of Language

(This concept begins in Grade 2 and will not be covered in this grade band)

(This concept begins in Grade 2 and will not be covered in this grade band)

(This concept begins in Grade 2 and will not be covered in this grade band)

Vocabulary Acquisition and Use

L.K2.3a Use sentence-level context as a clue to determine the meaning of unknown and multiple-meaning words within grade-level/age-appropriate text.

L.K2.4a Identify real-life connections between words and their uses.

L.K2.5a Communicate using words and phrases acquired through reading or listening to text.

L.K2.3b Use context to identify new meanings of familiar words (e.g., go to the fair or play fair) within grade-level/age-appropriate reading and content.

L.K2.4b Sort words into categories.

L.K2.5b Use words acquired through conversations when speaking.

L.K2.3c Identify familiar objects or pictures that represent words.

L.K2.4c Sort common objects into categories.

L.K2.5c Use familiar words in conversation.

Language Standards			Grades 3 – 5		
Grade 3		Grade 4		Grade 5	
Conventions of Standard English		Conventions of Standard English		Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 		<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (<i>where</i>, <i>when</i>, <i>why</i>). Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>).* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 		<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. 	
Knowledge of Language		Knowledge of Language		Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English. 		<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 		<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use		Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i>). 		<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. 		<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. 	

<p>or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<p>Description</p> <ul style="list-style-type: none"> The above standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks. 		

This page is intentionally left blank

Language Standards Extended Standards

Grades 3 – 5

Essence of the Standards:

- Demonstrate conventions of grammar when speaking or writing.
- Demonstrate conventions of capitalization, punctuation and spelling when writing.
- Use knowledge of language when writing, speaking, reading or listening.
- Acquire and use vocabulary.

Most Complex



Least Complex

Conventions of Standard English

L.35.1a Communicate using conventions of grammar when writing or speaking by creating complete sentences of these types:

- Declarative (e.g., *My shirt is green.*)
- Interrogatory (e.g., *Where is my shirt?*)
- Exclamatory (e.g., *I love my shirt!*)
- Imperative (e.g., *Please, wash my shirt.*)

L.35.2a Generate a written sentence with appropriate:

- Capitalization;
- Ending punctuation; and
- Correct spelling of common word.

L.35.1b Communicate using the conventions of standard English grammar including the use of:

- Upper- and lower-case letters;
- Common nouns, verbs and pronouns;
- Question words;
- Adjectives and adverbs (e.g., quickly, always); and
- Simple and compound sentences.

L.35.2b Identify capitalization and ending punctuation within a written sentence; spell familiar words phonetically.

L.35.1c Communicate using words, phrases or sentences during a writing or speaking activity.

L.35.2c Identify capital letters in names and at the beginning of sentences.

Knowledge of Language

L.35.3a Communicate a message using appropriate words, phrases and sentences (e.g., emotions, ideas).

L.35.3b Communicate using words and phrases to convey an idea when speaking or writing.

L.35.3c Communicate an idea effectively.

Vocabulary Acquisition and Use

L.35.4a Use context clues, word structures (e.g., affixes, root words) or glossaries to determine the meaning of unknown words.

L.35.5a Identify the meaning of simple figurative language (e.g., similes and metaphors).

L.35.6a Communicate using grade-level/age-appropriate conversational and content-specific words and phrases.

L.35.4b Use sentence-level context to determine the meaning of unknown words or phrases.

L.35.5b Identify the difference between literal and non-literal meanings of words/phrases. (e.g., pretty as a picture).

L.35.6b Use grade-level/age-appropriate, content-specific words.

L.35.4c Select a picture or object that matches the meaning of a word.

L.35.5c Identify real-life connections between words and their uses (e.g., identify people who are friendly or helpful).

L.35.6c Communicate using new words acquired through conversations

Language Standards		Grades 6 – 8	
Grade 6		Grade 7	
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.* b. Spell correctly.		Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.	
Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*		Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and	
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression and ideas		Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Description • The above standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an* • The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.			

Language Standards Extended Standards

Grades 6 – 8

Essence of the Standards:

- Demonstrate conventions of grammar when speaking or writing.
- Demonstrate conventions of capitalization, punctuation and spelling when writing.
- Use knowledge of language when writing, speaking, reading or listening.
- Acquire and use vocabulary.

<div> <div>Most Complex</div> <div>←</div> <div>→</div> <div>Least Complex</div> </div>		
Conventions of Standard English		
L.68.1a Demonstrate conventions of grammar when writing or speaking by creating simple, compound and complex sentences.	L.68.1b Communicate using the conventions of standard English grammar, including the use of: <ul style="list-style-type: none"> • Common nouns, verbs and pronouns; • Prepositions (e.g., between, among); • Adjectives and adverbs (e.g., quickly, always); and • Simple and compound sentences. 	L.68.1c Communicate using words, phrases or sentences during writing and speaking.
L.68.2a Generate sentences using correct capitalization, punctuation (including commas) and spelling rules.	L.68.2b Generate a simple sentence with beginning capitalization and ending punctuation; spell familiar words.	L.68.2c Identify capital letters and ending punctuation in sentences.
Knowledge of Language		
L.68.3a Use conventions of language to generate sentences specific to the purpose when speaking or writing.	L.68.3b Use conventions of language to generate simple sentences when speaking or writing.	L.68.3c Use language to share an idea with others.
Vocabulary Acquisition and Use		
L.68.4a Use context clues, word structures (e.g., affixes, root words) or reference materials (e.g., dictionaries, thesauruses) to determine the meaning of unknown words.	L.68.4b Use sentence-level or paragraph context to determine the meaning of unknown words or phrases.	L.68.4c Select a picture or object that matches the meaning of a word or phrase (e.g., rainy day, delicious food).
L.68.5a Explain the meaning of simple figurative language (e.g., similes, metaphors, personification, hyperbole).	L.68.5b Explain the difference between literal and non-literal meanings of words/phrases.	L.68.5c Identify real-life connections between words and their uses (e.g., identify wise choices).
L.68.6a Communicate using grade-level/age-appropriate academic and content-specific words and phrases.	L.68.6b Use grade-level/age-appropriate academic and content specific words and phrases in conversations.	L.68.6c Communicate using new words and phrases acquired through conversations.

Reading Standards for Literature		Grades 9 – 12
Grade 9 – 10		Grade 11 – 12
Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). 8. (Not applicable to literature) 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		Integration of Knowledge and Ideas 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) 8. (Not applicable to literature) 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.		Range of Reading and Level of Text Complexity 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
Description <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Reading Standards for Literature Extended Standards

Grades 9 – 12

Essence of the Standards:

- Understand big ideas from text.
- Use word choices and structure to support meaning.
- Compare ideas and themes across different mediums.
- Demonstrate understanding of text while actively engaged in reading.

Most Complex



Least Complex

Key Ideas and Details

RL.912.1a Cite details from text to support the answers to literal or inferential questions.	RL.912.1b Cite details from text to support the answers to literal questions.	RL.912.1c Identify details that are stated in a text.
RL.912.2a Summarize text including a description of the central idea(s), and support with details.	RL.912.2b Identify the theme of a text and support it with main events or details.	RL.912.2c Sequence main events in relation to a stated theme.
RL.912.3a Explain how the author's introduction and development of characters affects plot development.	RL.912.3b Identify and describe how a character's traits, motivations or feelings contribute to the resolution of the story.	RL.912.3c Identify how a character's actions contribute to the resolution of the story.

Craft and Structure

RL.912.4a Analyze figurative language, connotation and tone.	RL.912.4b Determine the meaning of words or phrases based on how they are used in a text.	RL.912.4c Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of a sad face with the phrase, "sat with his head down.").
RL.912.5a Explain how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of the text.	RL.912.5b Identify how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of the text.	RL.912.5c Recognize the effects of a text on the reader (e.g. funny, sad, surprised).
RL.912.6a Explain how what is directly stated in a text differs from what is actually meant (e.g., understatement).	RL.912.6b Recognize similarities between cultural experiences in a story or drama from the United States and another country.	RL.912.6c Identify cultural experiences in a story or drama from outside the United States.

Integration of Knowledge and Ideas

RL.912.7a Explain the effect of pairing a text with other artistic media (e.g., poem/song and painting/statue).	RL.912.7b Describe the key similarities and differences between print and other artistic media (e.g., poem/song and painting/statue).	RL.912.7c Identify key similarities or differences between print and other artistic media (e.g., poem/song and painting/statue).
RL.912.8a Compare and contrast themes from two related works of classical literature into modern literature (e.g., <i>Romeo and Juliet</i> to <i>West Side Story</i>).	RL.912.8b Describe similar events from two related works of classical literature into modern literature (e.g., <i>Romeo and Juliet</i> to <i>West Side Story</i>).	RL.912.8c Identify similar characters from two related works of classical literature into modern literature (e.g., <i>Romeo and Juliet</i> to <i>West Side Story</i>).

Range of Reading and Level of Text Complexity

RL.912.9a Read grade-level/age-appropriate, adapted literature materials.	RL.912.9b Read supported grade-level/age-appropriate, adapted literature materials.	RL.912.9c Actively participate in supported grade-level/age-appropriate, adapted literature materials.
--	--	---

Reading Standards for Informational Text		Grades 9 – 12
Grade 9 – 10		Grade 11 – 12
Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity 10. By the end of grade 9 , read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 , read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently		Range of Reading and Level of Text Complexity 10. By the end of grade 11 , read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12 , read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Description <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Reading Standards for Informational Text Extended Standards

Grades 9 – 12

Essence of the Standards:

- Understanding big ideas from informational text.
- Use word choice and structure to support meaning.
- Demonstrate understanding of informational text while actively engaged in reading.

Most Complex



Least Complex

Key Ideas and Details

RI.912.1a Cite details from text to support the answers to literal or inferential questions.

RI.912.1b Cite details from text to support the answers to literal questions.

RI.912.1c Identify details that support facts presented in a text.

RI.912.2a Identify the topic of a text and support it with central ideas and details.

RI.912.2b Summarize two or more central ideas in a text.

RI.912.2c Sequence main ideas.

RI.912.3a Analyze connections among events, ideas, individuals or steps in historical, scientific or technical text.

RI.912.3b Explain connections between two events, ideas, individuals or steps in historical, scientific or technical text.

RI.912.3c Identify steps, ideas or events in historical, scientific or technical text.

Craft and Structure

RI.912.4a Analyze figurative language, connotation and technical terms.

RI.912.4b Determine the meaning of words or phrases based on how they are used in a text.

RI.912.4c Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of rain or snow with the word precipitation).

RI.912.5a Analyze how the author's use of various structures (e.g., sentences, paragraphs, chapters) contributes to the intent of the text.

RI.912.5b Explain how the structure of the text (e.g., sentences, paragraphs) contributes to the effectiveness of the text.

RI.912.5c Recognize the intent of the text for the reader (e.g., inform, persuade).

RI.912.6a Analyze how the style and content of a text enhances the author's point of view or purpose.

RI.912.6b Describe the point of view or purpose of a text.

RI.912.6c Identify the purpose of a text.

Integration of Knowledge and Ideas

RI.912.7a Explain the effect of the similarities and differences between print and multimedia presentations of a topic or idea.

RI.912.7b Describe the key similarities between print and multimedia presentations of the same topic or idea.

RI.912.7c Recognize key similarities and differences between print and multimedia presentations of the same topic or idea.

RI.912.8a Analyze information in seminal U.S. texts or works of public advocacy (e.g., presidential speech) to determine if an argument/claim is valid and sufficient.

RI.912.8b Categorize relevant and irrelevant information related to an argument/claim.

RI.912.8c Identify relevant information from seminal U.S. text (e.g., Martin Luther King Jr. speech, *I Have a Dream*).

RI.912.9a Compare and contrast themes and purposes from U.S. documents of historical and literary significance.

RI.912.9b Describe similar themes or purposes from U.S. documents of historical and literary significance.

RI.912.9c Identify similar purposes from U.S. documents of historical and literary significance.

Range of Reading and Level of Text Complexity

RI.912.10a Read grade-level/age-appropriate, adapted informational or technical text.

RI.912.10b Read supported grade-level/age-appropriate, adapted informational or technical text.

RI.912.10c Actively participate in supported grade-level/age-appropriate, adapted informational or technical text.

Writing Standards

Grades 9 – 12

Grade 9 – 10

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,

Grade 11 – 12

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

<p>demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>Description</p> <ul style="list-style-type: none"> The above standards for 6 – 12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 	

This page is intentionally left blank

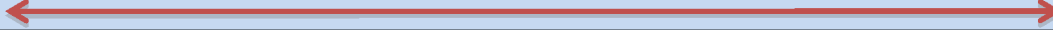
Writing Standards Extended Standards

Grades 9 – 12

Essence of the Standards:

- Use supporting information in writing.
- Revise and publish own writing.
- Use technology to produce writing.
- Gather and report information in writing.
- Write routinely for multiple purposes.

Most Complex



Least Complex

Text Types and Purposes

W.912.1a Generate a written position and provide persuasive evidence to support the position.

W.912.1b Generate a written text by selecting reasons and relevant facts to support a stated topic.

W.912.1c Communicate information on a specific topic with relevant facts.

W.912.2a Generate informative paragraphs using a formal style, including a topic sentence with supporting facts, details and a concluding sentence.

W.912.2b Generate a paragraph on a topic, including a topic sentence and conclusion.

W.912.2c Communicate facts and details on a given topic.

W.912.3a Generate written paragraphs that include narrative elements (dialogue, pacing, description); a logical sequence of events; and a conclusion (e.g., what was experienced, observed or resolved).

W.912.3b Generate narrative text with a logical sequence of events, descriptive details and a conclusion that reflects on the experience or resolves the conflict.

W.912.3c Communicate a sequence of events based on personal experiences or events, including a logical conclusion.

Production and Distribution of Writing

W.912.4a Generate a written text (paragraph or story) following the conventions of a persuasive, informative or narrative task.

W.912.4b With some support, generate a written text (sentence) following the conventions of a persuasive, informative or narrative task.

W.912.4c With guidance and support, select and develop topics for persuasive, informative and/or narrative tasks.

W.912.5a Plan, edit and revise writing with a focus on the purpose of the document.

W.912.5b With some support, edit and revise writing.

W.912.5c With guidance and support, select details to strengthen writing.

W.912.6a Use technology to compose a paragraph on a specific topic.

W.912.6b With some support, use technology to compose two or more sentences on a specific topic.

W.912.6c With guidance and support, use technology to compose a simple sentence on a specific topic.

Research to Build and Present Knowledge

W.912.7a Research and collect information from multiple sources to answer a question or solve a problem.

W.912.7b Research and collect information from one source to answer a question or solve a problem.

W.912.7c Select a source to answer a question or solve a problem.

W.912.8a Generate paragraphs about a specific topic to summarize information from print or digital sources and supply appropriate citations.

W.912.8b Gather information on a specific topic from two or more sources (print and digital) and determine the relevance of the information for the topic.

W.912.8c Generate two sentences about a specific topic based on information from print or digital sources.

W.912.9a Gather information on a specific topic and use the information to support analysis, reflection or research.

W.912.9b Gather information on a specific topic from (adapted) grade-level/age-appropriate literary or informational materials.

W.912.9c Select information on a specific topic from (adapted) grade-level/age-appropriate literary or informational materials.

Range of Writing

W.912.10a Write routinely for a range of discipline-specific tasks, purposes and audiences within formats and content.

W.912.10b Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences within formats and content.

W.912.10c Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes and audiences within formats and content.

(Adaptations to the writing expectations should reflect the above writing standards.)

(Adaptations to the writing expectations should reflect the above writing standards.)

(Adaptations to the writing expectations should reflect the above writing standards.)

Speaking and Listening Standards		Grades 9 - 12
Grade 9 - 10		Grade 11 - 12
Comprehension and Collaboration 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence		Comprehension and Collaboration 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)		Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
Description		
<ul style="list-style-type: none"> The above standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Speaking and Listening Standards Extended Standards

Grades 9 - 12

Essence of the Standards:

- Initiate and participate in collaborative discussions.
- Present information.

<div> <div>Most Complex</div> <div>←</div> <div>→</div> <div>Least Complex</div> </div>		
Comprehension and Collaboration		
SL.912.1a Initiate and participate in discussions about grade-level/age-appropriate topics and text with diverse partners. <ul style="list-style-type: none"> • Form and express an opinion on a topic. • Respond thoughtfully to others' comments. • Participate in the setting of goals, establishing roles and clarifying conclusions. 	SL.912.1b Participate in discussions about grade-level/age-appropriate topics and text. <ul style="list-style-type: none"> • Share personal ideas on a topic. • Pose and respond to specific questions to participate in a discussion. 	SL.912.1c Actively participate in conversational exchanges about grade-level/age-appropriate topics or text. <ul style="list-style-type: none"> • Respond to questions, comments and exchanges of others. • Share information.
SL.912.2a Integrate information from multiple sources in diverse media to make decisions and solve problems.	SL.912.2b Combine information from multiple sources in diverse media that contribute to making a personal decision or solving a problem.	SL.912.2c Identify information from diverse media to make a personal choice/decision.
SL.912.3a Define a speaker's purpose and relevant supporting evidence.	SL.912.3b Describe a speaker's point of view.	SL.912.3c Identify a speaker's point of view.
Presentation of Knowledge and Ideas		
SL.912.4a Present information and supporting evidence in an organized manner appropriate to a purpose, audience or task.	SL.912.4b Present information sequentially appropriate to a purpose, audience and task.	SL.912.4c Present pertinent facts and details appropriate to a purpose, audience or task.
SL.912.5a Integrate multimedia and visual components to enhance a presentation.	SL.912.5b Add multimedia and visual components to enhance a presentation.	SL.912.5c Select multimedia or visual components pertinent to a presentation.
SL.912.6a Adapt communication using formal language, when appropriate, specific to the task or situation.	SL.912.6b Effectively communicate in a variety of contexts and tasks.	SL.912.6c Effectively communicate in informal discourse.

Language Standards		Grades 9 – 12	
Grade 9 – 10		Grade 11 - 12	
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.		Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly	
Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.		Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary		Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Description <ul style="list-style-type: none">The above standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with anThe complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.			

Language Standards Extended Standards

Grades 9 – 12

Essence of the Standards:

- Demonstrate conventions of grammar when speaking or writing.
- Demonstrate conventions of capitalization, punctuation and spelling when writing.
- Use knowledge of language when writing, speaking, reading or listening.
- Acquire and use vocabulary.

Most Complex



Least Complex

Conventions of Standard English

(Refer to grade level core standards for specific grammar conventions.)

L.912.1a Use conventions of grammar, including parallel structure, when writing or speaking, forming varied sentence structures to make content interesting.

L.912.2a Generate a cohesive paragraph that contains correct conventions.

(Refer to grade level core standards for specific grammar conventions.)

L.912.1b Generate a simple sentence with beginning capitalization, capitalization of names, and ending punctuation, as well as correct spellings of familiar words.

L.912.2b Generate a cohesive paragraph that contains correct conventions of capitalization, punctuation and spelling.

(Refer to grade level core standards for specific grammar conventions.)

L.912.1c Use words and phrases to communicate during a shared writing or speaking activity.

L.912.2c Use capital letters and ending punctuation in sentences.

Knowledge of Language

L.912.3a Apply conventions of language to effectively communicate in different contexts using appropriate styles.

L.912.3b Generate and communicate sentences in varied contexts.

L.912.3c Use language to interact with others in varied situations and for varied purposes.

Vocabulary Acquisition and Use

L.912.4a Use context clues, word structures or reference materials to determine the meaning of unknown words.

L.912.5a Explain the meaning of figurative language in context (e.g., simile, metaphor or personification).

L.912.6a Acquire and use grade-level/age-appropriate academic and domain-specific words and phrases in speaking and writing.

L.912.4b Use context clues to determine the meaning of multiple-meaning words.

L.912.5b Explain the difference between literal and non-literal meanings of words/phrases in context.

L.912.6b Use grade-level/age-appropriate academic and domain specific words and phrases in conversations.

L.912.4c Select a picture or written text to match meaning to a word.

L.912.5c Identify real-life connections between words and their use.

L.912.6c Use words acquired through learning activities.